

JASPER COUNTY HIGH

913 Grays Road
Ridgeland, S. C. 29936

GRADES 9-12 High School

ENROLLMENT 911 Students

PRINCIPAL Mr. Edmund Burnes 843-717-1500

SUPERINTENDENT Dr. William Singleton 843-717-1100

BOARD CHAIR Patricia Walls 843-784-2849

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	5	6	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	48.1	41.3	36.3	56.2	55.2	54.2
Passed 2 subtests	12.6	26.1	21.9	19.6	22.2	21.4
Passed 1 subtest	22.2	15.2	20.5	14.5	12.7	14.1
Passed no subtests	17.0	17.4	21.2	9.7	9.9	10.0

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	105	84.8	122	0.8	130	69.2
Gender						
Male	45	75.6	58	1.7	69	56.5
Female	60	91.7	64	0.0	61	83.6
Race or Ethnic Group						
African American	90	83.3	110	0.0	119	68.1
Hispanic	2	I/S	2	I/S	1	I/S
White	11	100.0	9	11.1	8	87.5
Other	1	I/S	1	I/S	2	I/S
Disability Status						
Non-speech disabilities	4	I/S	2	I/S	16	18.8
Students without disabilities	101	88.1	120	0.8	114	76.3
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	122	0.8	0	N/A
English Proficiency						
Limited English proficient	4	I/S	13	0.0	3	I/S
Non-LEP	94	84.0	109	0.9	125	71.2
Lunch Status						
Subsidized meals	64	79.7	105	0.0	82	74.4
Full-pay meals	34	91.2	17	5.9	48	60.4

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.8	5.5
Seniors who met the SAT requirement	0.8	5.5
Seniors who met the grade point average	32.8	40.9

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 911)				
Retention rate	N/A	N/A	10.0%	7.3%
Attendance rate	96.2%	Up from 90.5%	95.9%	95.5%
Eligible for gifted and talented	3.6%	Up from 2.9%	3.9%	5.1%
With disabilities other than speech	15.3%	Up from 12.7%	15.0%	12.2%
Older than usual for grade	17.8%	Up from 15.1%	14.0%	10.1%
Suspended or expelled	0.5%	Down from 1.6%	2.3%	2.3%
Enrolled in AP/IB programs	17.5%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	3.1%	Up from 0.6%	2.8%	2.7%
Career/technology students in co-curricular organizations	1.0%	Up from 0.0%	2.1%	3.2%
Enrollment in career/technology center courses	329	Down from 449	329	433
Students participating in worked-based experiences	92.9%	Up from 90.6%	20.2%	26.3%
Career/technology students mastering core competencies	75.3%	Up from 69.8%	75.3%	74.9%
Career/technology completers placed	97.2%	Down from 100.0%	100.0%	99.5%

Teachers (n= 40)

Teachers with advanced degrees	47.5%	Up from 45.5%	43.4%	51.7%
Continuing contract teachers	75.0%	Up from 56.8%	78.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.4%	Down from 73.8%	83.0%	85.1%
Teacher attendance rate	95.6%	Up from 94.5%	95.0%	95.8%
Average teacher salary	\$38,236	Up 8.7%	\$38,615	\$40,303
Prof. development days/teacher	16.0 days	Up from 7.3 days	12.1 days	10.3 days

School

Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio	26.0 to 1	Down from 27.3 to 1	25.4 to 1	26.2 to 1
Prime instructional time	88.6%	Up from 87.7%	89.3%	90.1%
Dollars spent per pupil*	\$5,572	Up 6.6%	\$6,127	\$6,279
Percent spent on teacher salaries*	61.1%	Up from 57.9%	55.4%	57.8%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	99.0%	Up from 59.4%	85.6%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jasper County High School (JCHS) is the only public high school in Jasper County. It's an educational institution located in a rural area that serves students within a fifteen to twenty mile radius. In terms of quantity, as well as ethnicity, our student population has been fairly stable during the last few years. Currently 87% of our students are Black, 10% are White, and 3% are Hispanic. JCHS predominantly operates on an AB block schedule, with each class period being ninety (90) minutes long. There are, however, a few four-by-four (4x4) ninety-minute classes in our Freshman Academy that meet daily. The AB block schedule affords students the opportunity to earn eight (8) Carnegie credits per year, and makes it feasible for our students to attend the vocational school (Academy for Career Excellence) that serves Beaufort and Jasper Counties. At JCHS, our major focus is on improving student achievement. To do so, we have a very diverse curriculum to meet the unique needs of each student. Included in our curriculum are Tech Prep, College Prep, Honor, and Advanced Placement courses.

At the beginning of the school year, our faculty and staff, student representatives, SIC, PTSA, and community members revisited our four-year renewal plan to make curriculum and professional development suggestions, as deemed necessary. The curriculum and professional development needs suggested have been a collaborative effort by JCHS and the Southern Regional Education Board (SREB), the organization that set forth our comprehensive school reform model, Making Schools Work (MSW).

This year, JCHS implemented a multiplicity of initiatives to improve student achievement. Among the initiatives were a monthly testing program, an English enrichment course for sophomores who had academic plans, an enrichment/remediation course for students who failed the reading or math subtest of the Exit Exam, content area taught SAT classes, a Latin program, and the use of special software for technology-enhancing instruction. To address areas of weaknesses, English and math teachers were required to disaggregate data for students whom they taught. In conjunction with this, our State Assistance team disaggregated data and shared with each teacher of students with identified weaknesses.

Our "Jag Walking Pride" has fostered solid self-discipline by our students. Our students, staff, district office support staff, parents, Board and community members have worked collaboratively to enhance a positive school climate.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	112	65
Percent satisfied with learning environment	57.6%	46.4%	56.7%
Percent satisfied with social and physical environment	73.5%	54.5%	49.2%
Percent satisfied with home-school relations	50.0%	71.4%	41.3%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.